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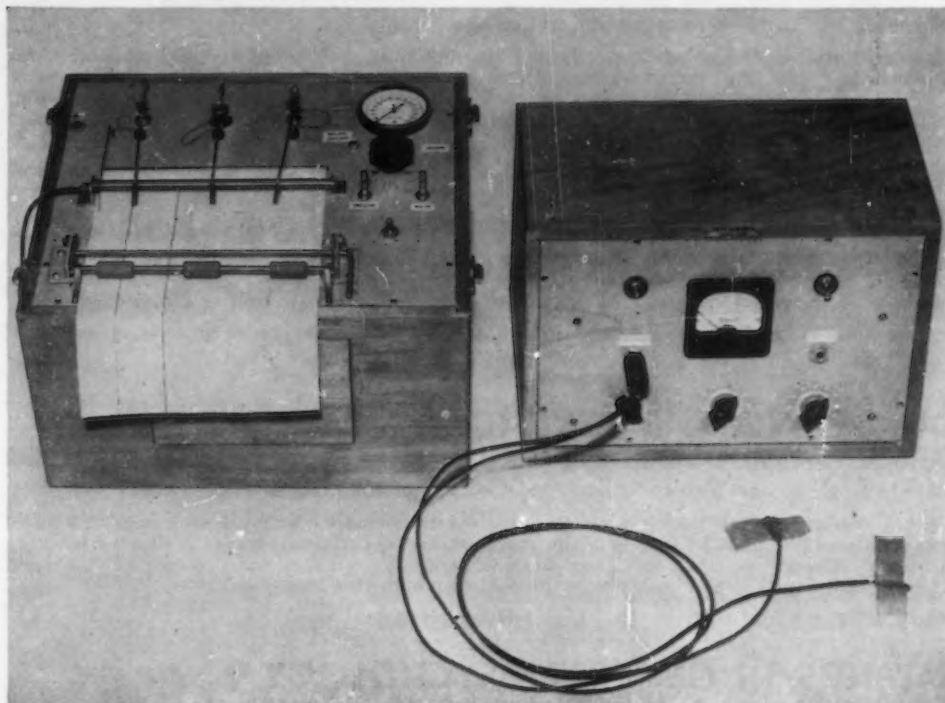
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THE AMERICAN PSYCHOLOGIST

The Professional Journal of the American Psychological Association, Inc.

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ETHICAL STANDARDS IN CLINICAL AND CONSULTING RELATIONSHIPS

PART I

APA COMMITTEE ON ETHICAL STANDARDS FOR PSYCHOLOGY

INTRODUCTION

THIS is the first in a series of five articles on ethical standards in clinical and consulting relationships. The materials used and the principles developed in the five articles are most relevant to the work of the clinical psychologist, the consulting psychologist, the counselor, and the personnel worker. The articles will make available to psychologists a tentative formulation of standards as prepared by the Committee on Ethical Standards for Psychology. The statements have not been submitted to the Council of Representatives and Board of Directors for approval, and thus they do not represent official policy of the American Psychological Association.

Publication of proposed standards prior to their adoption by the Association is considered desirable in order to obtain widespread critical reaction while the code is still in its formative stages. Following the publication of this series of articles, other articles covering other sections will be published. It is hoped that the publication of a series of articles in the *American Psychologist* will provide a basis not only for individual study but also for consideration by student seminars and by state and regional associations at their meetings during the year.

The success of the work of the Committee will depend on the extent to which psychologists contribute through supplying materials, considering proposals made by the Committee, and making suggestions for revision. The Committee would like particularly to be checked on the following:

1. Is the coverage of this section adequate? Are there neglected issues in clinical and consulting relationships which should be considered?

2. Are the problems covered ethically significant? Should we omit some of the material that has been included?

3. Are the incidents in each sub-section pertinent and appropriate?

4. Do the principles appear sound and reasonable? Do they represent best current practice? Do they express a realistic level of aspiration, in matters of ethics, for the profession?

5. Is the writing clear? Is the style appropriate to the purpose?

6. Does Section 3 in total hang together and make sense?

The Committee has been much concerned about a number of questions having to do with the implications of the code, as currently formulated, for the profession. Your opinion on such issues as the following is sought:

1. As a psychologist, how do you respond to the statement as formulated? Is the approach being used likely to be effective within the profession in raising ethical standards? Are there aspects of the statement which are not constructive from the standpoint of the development of the profession?

2. What will be the effect on interprofessional relationships of such a statement? Are there specific items, such as some of the incidents, which are likely to damage our relationships with other professions? Or will the effort in total make for greater understanding among associated professional groups?

3. What influence will such a statement have on public opinion? Is it wise to discuss ethical problems in such specific terms, and with illustrations, as is done in this section? Are there real dangers from selective reporting, and reporting out of context, of some of the materials? Will public confidence in psychologists be diminished by an open examination of ethical issues, or will honesty in facing ethical issues and candor in reporting spe-

cific problems serve in the long run to increase public respect for the profession?

We request your help in refining this section of the code and in working out solutions to some of the problems raised above. Please write your comments and address them to the chairman of the Committee. Your assistance in this important undertaking will be much appreciated.

The Committee on Ethical Standards for Psychology

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SECTION 3¹

ETHICAL STANDARDS IN CLINICAL AND CONSULTING RELATIONSHIPS

3.1 THE PSYCHOLOGIST'S RESPONSIBILITY TO HIS CLIENT AND TO SOCIETY

3.11 GENERAL RESPONSIBILITIES

Problem

A recurring theme in this statement of ethical standards for psychology is the assumption that psychology is a profession committed to the service of society. The psychologist assumes his social responsibilities most directly and most clearly when he works with individuals as clients. The very richness and complexity of the lives of the people with whom the psychologist works precipitate situations with which the psychologist can deal effectively only if he is sure of his own moral and ethical position. The varied illustrations below point up no single ethical problem, but rather suggest a basic ethical issue that will be redefined in detail in subsequent sections of this part of the code: the obligation of the psychologist to the person with whom he is working.

Incidents

1. A school psychologist was working with a fifteen-year-old girl whose parents were divorced. Legally the child was in custody of the mother. Because of repeated punishments and lack of affection, the girl ran away from her mother to her father, who was gentle and affectionate with her. Economic and educational circumstances favored the mother; emotional reactions favored the father. What are the psychologist's moral obligations in a case of this kind? I believe that he must consider as the primary factor the welfare and healthy-

mindedness of the child, and to deal constructively with the surrounding personalities. (788)

2. A person calling himself a psychologist, poorly trained and not a member of the APA, accepted a boy for "tutoring" at the insistence of the boy's mother, although the boy did not want to come. The person implied that the boy would become insane unless treated. The boy was at the same time going to a free clinic, and the person, callous to the boy's good, attempted to have him break off treatment at the clinic.

3. A person calling himself a psychologist advertised for months in a reputable newspaper that he would supply guidance through tests to place an individual successfully in his life's work, at a substantial fee. His "diagnoses" are consistently positive and ignore all weaknesses or negative indicators, of which his clients must be aware if they are to make sound choices. The superficial picture thus obtained is presumed to be easier to sell. (770)

4. An earnest but inexperienced young psychologist on a hospital staff examined a man who showed some schizophrenic characteristics although there were also some indications that were not consistent with this diagnosis. Instead of indicating the uncertainty of diagnosis, he firmly recommended a diagnosis of schizophrenia. The discrepancy was noticed later. The young psychologist felt it would be a weakness to admit error and clung tenaciously to his conclusion. The final examination resulted in the diagnosis of psychoneurosis, hysterical type. I believe the ethical consideration here is the way the decision was handled. Lack of knowledge or experience was not reprehensible, but concealed lack of certainty was. (259)

¹ The final statement of ethical standards will consist of six sections. Section 3 has been given priority in development, because of the urgency of the problems with which it deals, and is presented prior to other sections.

5. A twelve-year-old girl, spastic from birth, extremely introverted and immature, was referred by a social agency to a mental hygiene clinic. The agency wished to commit her to a state school, to remove her from a very bad home environment where she had been neglected if not actually abused. Numerical scores on tests indicated that she could be classified feeble-minded in the legal sense. However, the quality of her responses, together with certain few successes on sub-tests, convinced the examiner that she possessed at least low average to average intelligence. Commitment to a state school was refused with the recommendation that she be placed in a reconstruction hospital for chronic patients. This recommendation was resisted for a while, with repeated efforts to have her certified for commitment. The agency finally worked out other plans for her. They placed her in an orthopedic hospital where she not only improved physically but also in her general adjustment, permitting her to achieve an overall intelligence rating which had been qualitatively indicated on the first examination. I think one has an ethical obligation to secure for his clients the kind of treatment applicable to his case, in opposition if necessary to pressures to accede to a more convenient and less appropriate course of action. (260)

Principle 3.11-1. The psychologist is primarily responsible to his client and ultimately to society; these basic loyalties must guide all his professional endeavors.

3.12 MAINTAINING HIGH STANDARDS IN CLINICAL AND CONSULTING WORK

Problem

In response to public need, the professional specialties of clinical and consulting psychology have grown rapidly in recent years. In such times, exploitation by unprofessional persons is made easy; opportunities for performing services have increased more rapidly than have normal controls over the quality of those services. The restraints of legal statutes and of an informed public opinion are lacking. The standards which the profession establishes for itself are thus of considerable consequence. Among qualified practitioners in the fields of clinical and consulting psychology, standards for professional services are high, and there is a continuing concern that the resources of the whole profession be used to maintain and improve the quality of

services available. However, a problem of public and of professional importance is presented by opportunistic persons in the profession, and by persons on the fringe of psychology, who are more concerned with immediate gain than with substantial service to the public over a long period of years.

Incidents

1. A few months ago while I watched a friend administer a Rorschach, I noticed that he deliberately asked the examinee leading questions. When I questioned him concerning my observations, he explained that his testing load was abnormally large and that upon reading the examinee's case history he had been convinced as to the nature of the aberration. I expressed the view that such a procedure is unethical, but he refused to admit my points. (102)

2. An advertising agency asked a psychologist who does consulting work in market research to conduct a consumer study pertaining to one of their advertised products. The agency had already prepared an interview schedule which they wished him to use. The psychologist found that the questionnaire contained questions that appeared to him clearly to bias the inquiry in favor of the brand the agency handled. He pointed this out to the executive with whom he was dealing who insisted that the questions be used as they were and asserted that if the psychologist did not care to do the job some other market research agency would doubtlessly be willing to undertake the assignment. The psychologist in this instance refused the job. (590)

3. As a psychologist on the staff of a general hospital I received many referrals. At one point the requests for "I.Q.'s" almost reached fad proportions, particularly since examination of many of the children seemed unwarranted. I brought up the situation in staff meeting, where it was suggested that I make up a mimeographed form which I could fill in, instead of presenting my usual complete report. I felt that such a course would be unprofessional, resulting in service of little value and possible harm. The situation was finally resolved by discussions with the staff indicating need for more careful selection of cases to be referred for testing. (849)

4. I received a telephone call from a person who gave me his name but who was unknown to me. He wanted to know how much I would charge to give him an intelligence test. He could give no rea-

son for wanting this testing than just being "curious." I told him that I administered tests only for a definite clinical purpose, and recommended a counseling service to him if he felt he needed occupational or educational guidance. (850)

5. A business man once approached me stating that he was "sold" on psychological testing, but knew nothing about it himself. He proposed that I conduct the psychological work for three business organizations which he had "sold" on the idea. On looking into the matter, I found that in "selling" the potential clients he had made unwarranted claims for the work. In addition, the three clients were quite remote from where he and I were permanently established. I felt it was unethical to accept the offer, not only because of the claims he made, but also because I was not in a position to provide subsequent counsel which might be required, and which I felt the client had a right to expect if the job were to be well done. (782)

6. About twelve months ago, a business concern employing approximately 3,000 workers approached a number of psychologists with regard to the possibility of using tests in the selection of their workers. What the company desired was an agreement with a consultant to set up a testing system in connection with selection. Before the company finally settled upon a particular consultant, they had contact with four or five of the best known and most reputable psychological consulting firms. I do not know how many other consultants made bids on this particular project. The unanimity with which these reputable firms and individuals refused to provide the desired test "package" and insisted that a proper procedure would be to examine the situation first before providing any testing materials is evidence of favorable ethical behavior. I believe that had the first individuals and consulting firms with whom the company came in contact offered to provide such a "package" test battery, they would have been awarded a contract. The unanimity with which a cautious point of view was presented and the insistence of all groups that a careful analysis of the total employment situation was needed led the company to select a consultant in its own city rather than the better known firms with offices elsewhere. The feeling of the company was that they would prefer to have for the long-range activity a consultant who was available at all times right in the community where the company was located. It is my belief that this company was par-

ticularly fortunate in having its initial contacts with consultants and consulting firms with high ethical standards. I fear there are a number of other organizations that would have been glad to provide the test "package." (815)

Principle 3.12-1. The psychologist in clinical and consulting practice, mindful of the significance of his work in the lives of other people, must strive at all times to maintain highest standards of excellence, valuing competence and integrity more than expedience or temporary success.

3.13 RECOGNIZING LIMITATIONS OF PSYCHOLOGICAL TECHNIQUES

Problem

There are thousands of tests and other instruments available for use by the clinical or consulting psychologist, and there are many persons who would employ the services of psychologists who are willing to place high confidence in recommendations based on psychological procedures. Competent psychologists are aware of the strengths and limitations of specific instruments and techniques and are concerned that they be used properly. Ethical problems arise, however, when instruments or techniques having legitimate uses are employed carelessly, inappropriately, or for unprofessional purposes.

Incidents

1. I was urged to recommend that an invalid test be administered as a requirement for admission to a particular college, on the argument that by keeping an admittedly worthless testing program going, it might be possible, eventually, to improve it, and that it was easier to improve a program than to start one anew. I believe such a procedure would be unethical, particularly since students would have to pay fees for the worthless examinations. (703)

2. A client desires testing by some particular technique, say the Rorschach, for some particular purpose, say vocational guidance. The problem is that the examiner does not believe the instrument in question can do the sort of thing the client believes it can. I believe it would be unethical for the psychologist to use invalid or inappropriate procedures, whether the client desires them or not. (256).

3. A school examiner has used the Rorschach al-

most exclusively for estimating mental ability. Recommendation for grade placement and instructional treatment are based directly on these findings, without corroboration from other standardized instruments. (239)

4. In a recent book, the author presumes to indicate which college a person should attend depending on whether the person's accounting aptitude or his English vocabulary is high, average, or low, as measured by the tests sponsored by the author. (869)

5. An organization of psychologists rendering service to business and industry uses tests for personnel selection which have been carefully validated and standardized for an American, English-speaking population. A business firm requested the organization to apply its procedures for the selection of personnel in France, and with unilingual French-speaking individuals in Canada. The request was rejected on the basis that the tests could not be used in the different cultural group. Establishment of new norms and re-validation of the procedures would be required. (149)

6. Teachers and principals put great pressure on the school psychologist to recommend a shorter or more easily administered test than that first recommended. The psychologist is aware of the practical difficulties in the use of the first set of instruments, but is convinced that the simpler instruments would be definitely less valid and reliable. Practical considerations must be weighed in setting up any testing program; however, the project should be abandoned if the purposes for which the program is set up cannot be attained within imposed limitations. (707)

Principle 3.13-1. The psychologist in clinical or consulting practice should refuse to suggest, support, or condone any undertaking involving unwarranted assumptions, invalid applications, or unjustified conclusions in the use of psychological instruments or techniques.

3.14 DEFINING THE INDIVIDUAL OR AGENCY TO WHICH THE PSYCHOLOGIST IS RESPONSIBLE

Problem

Multiple loyalties and responsibilities are inherent in the work of clinical and consulting psychologists. With a strong commitment to serve the public and promote the welfare of people, the psychologist may find the definition of this obligation

difficult in specific situations. The difficulty most often arises when the interests of an institution or organization are in conflict with the interests of an individual, or when sub-groups in an organization have opposing interests. Varying perceptions of the purposes of the psychologist may exist, demanding that the psychologist be aware of his own commitments and skillful in clarifying for others the directions of his responsibilities.

Incidents

1. I am a consultant for management. An employee requests a private evaluation for personal use. Since I do not believe one can serve management and individual employees in the same organization, I arranged for a referral to another psychologist. However, some psychologists do accept commissions from both management and individuals in the organization and in this way neutralize their impersonal viewpoint in approaching personality problems. (627)

2. A therapist was employed by a clinic which had a heavy case load and a considerable waiting period between application and the first appointment with the client. The therapist, without the knowledge of his colleagues, circularized people on the waiting list, offering the same service to them for a fee after clinic hours. (458)

3. A group of psychologists was helping a corporation select engineers. Their task was to give the company information about the applicant's personality on the basis of interviews and a battery of tests. One of the psychologists felt that a particular applicant would not be happy working for the company, and invited the man to come back to talk over the test results. The company decided to hire the applicant, in spite of a not-too-favorable appraisal of him by the consultants. However, as a result of the guidance session with the psychologist, the man decided not to take the job and told the company that his decision came about as a result of counseling by the consultant. Although the ultimate outcome was probably for the best, the situation was handled badly largely because the directions of responsibility in the project were not well defined. (826)

4. A large business maintains a counseling service for its employees in the home office. The director of the service, a psychologist, insisted that the information obtained in the process of counseling employees must be confidential and not avail-

able for personnel action, except in emergencies when action might be required in the interest of the client or to protect others from danger. The top administrative officers endorsed this policy. The chief of a large section believed that the counseling service files contained information, possibly damaging, about a man being considered for an important job. The section chief put considerable pressure on the director of the service to let him see the file, assuring him that he would keep the information "confidential." The director refused. A vice-president was persuaded to speak to the director. He still refused to open the files and carried the matter to the policy committee which sustained his action. (1002)

Principle 3.14-1. Individuals and agencies in clinical and consulting practice are obligated to define for themselves the nature and directions of their loyalties and responsibilities in any particular undertaking, to inform all involved of these commitments, and to carry them out conscientiously.

3.15 OFFERING CLINICAL OR CONSULTING SERVICES BY PERSONS WITH INADEQUATE TRAINING

Problem

A number of psychologists who are currently offering their services as clinicians or consultants were originally trained in academic or theoretical psychology. Many competent practitioners are persons who have made this transition. However, there has been and there remains the possibility of a psychologist shifting his area of interest without first securing sufficient training and experience in the new field. The generic term "psychologist" offers the public no way of differentiating from among holders of the doctor's degree those persons who are competent to offer clinical or consulting services and those who are not. A related problem is posed by trainees in the clinical or consulting fields who offer psychological practice before their training or experience qualifies them to assume such responsibilities.

Incidents

1. A friend asked that I (an experimental psychologist) make a clinical examination of his child who was not getting along well in school. The friend was told that I am not a clinical psychologist and such a person was recommended. The parent replied, "But you are a psychologist, the child knows you, and we would all be much happier if

you would make the examination—or at least a preliminary examination to determine whether or not further testing is required." I refused again and told the parents that such preliminary testing might have an effect on the final examination. I believe that psychologists should not attempt work outside their particular fields of competency. (78)

2. A state employed as a "psychologist" a young woman who has only a master's degree and so little training and experience that she was unable to distinguish between a feeble-minded person and a person with a language disability or an emotional difficulty which reduced functioning efficiency. Although unqualified to make commitments, her diagnoses have been accepted as valid. (597)

3. A sophomore student at a medical college is running a consultation service on a part-time basis by himself. He is occupying a physician's office at night when the physician is not there. He advertises himself as a clinical psychologist and attempts to do therapeutic work with emotionally disturbed people sent to him by physicians and ministers. He has had no training as a clinical psychologist or a vocational counselor. (578)

4. A person attached to the staff of an institution in the capacity of clinical psychologist is still a student at a university where he is working on his Master's degree. He is the only "psychologist" on the staff. He administers psychological tests and interprets findings to clients and to the staff of his own institution and to other agencies in the community. In other words, he is making final decisions when he apparently is not equipped to do so. (8)

5. A client referred to me for vocational counseling disclosed that a graduate student had administered a Rorschach and a TAT to him. He was told by the student that the results showed "a marked degree of prepsychotic tendencies." The student, who was in his first semester of Rorschach and had no clinical experience, was attempting psychotherapy with the client. (17)

6. I am concerned about the person with inadequate training in therapy but excellent training in diagnostic work who can give and interpret a Rorschach with considerable skill but who may pass information on to a client ignoring what the impact on the client may be. For example, a psychologist bluntly told a mother that her child had a schizophrenic Rorschach and thus threw the mother into a panic state. (631)

7. A psychologist in a university was approached by a prospective client who requested him to conduct some quality tests on a beverage. The psychologist corresponded with another psychologist who has done a great deal of work in this field and who has an excellent taste laboratory, suggesting that the latter psychologist do the work. I believe this was an ethically constructive act, in that it ensured highest quality of service to the client and kept the work, if the first psychologist had refused the job, from falling into the hands of "researchers" of doubtful integrity. (103)

Principle 3.15-1. It is unethical for a psychologist to offer services outside his area of training and experience or beyond his level of competence.

A. Psychologists who shift areas of specialization are obligated first to obtain such training and experience in the new area as is necessary to ensure that the services they offer meet the same high standards expected of persons initially trained in the area.

B. Minimal formal requirements for unsupervised practice of clinical or consulting psychology are represented by the doctors degree in the particular area of specialization, or training and experience which is the equivalent of that represented by the doctors degree. Persons whose level of training and experience does not meet this requirement should undertake clinical or consulting work only under the supervision of a person trained in the specialty at the doctoral level. Supervision exclusively by a person in a related discipline, such as psychiatry, is not considered an adequate safeguard to competent clinical or consulting practice, unless the supervisor has also had training in the area of specialization equivalent to that required for the doctors degree in that area.

C. A psychologist in clinical or consulting practice must not use affiliations with other professional persons or with institutions to imply a level of professional competence which exceeds that which he has actually achieved.

3.16 MALADJUSTED PERSONS IN CLINICAL AND CONSULTING PSYCHOLOGY

Problem

In much of the work in clinical and consulting psychology, the personality of the psychologist is very important; he must use himself as an instru-

ment for helping others. The crucial importance of the relationship between the psychologist and his client focuses attention on the adequacy of the psychologist as a person. Although it is clear that a maladjusted clinician or consultant may offer inferior or even harmful services, the ethical issue is complicated by the fact that his personal difficulties may blind him to the inadequacies in his work. For the public and the profession, a serious problem is presented by the occasional practicing clinician or consultant who has his own life so little in hand that his judgment in regard to others is impaired.

Incidents

1. A psychologist of my acquaintance will never refer a child to an institution if he can by any device avoid doing so. Rather than make such a referral, he will reassure the parents that the child is making progress even when there is no evidence, as in one case involving a Mongolian idiot. Granted that there is some element of judgment involved in referring to an institution, it is not ethical practice to attempt to convince clients of progress where none is either demonstrable or likely, in order to avoid a decision which the psychologist finds difficult. (328)

2. A psychologist who is well trained tends rather consistently to get lower scores in administering intelligence tests to bright individuals than would be expected, suggesting that he is somehow motivated to bring high performing individuals closer to the norm. I believe a psychologist should take stock of his own motivations to help him refrain from underrating for purposes of self-satisfaction. (386)

Principle 3.16-1. It is desirable that a psychologist engaged in clinical or consulting work, where sound inter-personal relationships are essential to effective endeavor, be aware of the inadequacies in his own personality which may bias his appraisals of others or distort his relationships with them, and refrain from undertaking any activity where his personal limitations are likely to result in inferior professional services, or harm, to a client.

A. It is important to state this principle positively, with responsibility for its realization placed on the individual psychologist, although it is recognized that the principle involves a possible contradiction. The psychologist who is driven to hurtful acts by unhealthy motivations can hardly admit these motivations to full awareness and modify

his behavior appropriately. The problem may resolve itself into matters of selection and of training of psychologists, or it may suggest the need for continuing consultation among clinicians and consultants to clarify their personal limitations when engaged in activities in which these limitations may be significant.

3.17 SAFEGUARDING RESPONSIBLE PRACTICE IN CLINICAL AND CONSULTING WORK

(To be moved later to final section of code)

Problem

The term psychologist has many meanings, offering little guidance to the public in seeking psychological services. Until such time as there is certification of psychologists in all states, providing the public with a recognized criterion for selecting a psychologist, the profession itself must face and solve through internal discipline the problem of preventing incompetent or inadequately trained persons from practicing clinical and consulting psychology.

Incidents

1. Graduate students of one university are being employed by a hospital to do examining, diagnosing, and therapy. Supervision is minimal, if existing at all. An attempt was made through personal contacts with officials to get them to see that the practice of employing untrained psychologists for such work was neither professional nor ethically sound. (412)

2. An industrial psychologist learned through a public announcement that his company, in another branch, was employing a graphologist to interpret handwriting as a prize for contestants who wrote in telling why they liked the company's product. Through appropriate channels, the psychologist pointed out in a carefully conceived and documented memorandum the undesirability of this scheme. The ethical issue hinges on the responsibility of a psychologist employed by an organization to assist the organization to avoid utilizing questionable psychological procedures. (155)

3. What does one do when he knows of someone

who is already under treatment by an incompetent therapist? A young woman was being treated by an instructor whose only training in psychotherapy consisted of having had a personal analysis. The woman talked with me about her experiences and it was clear that the instructor was violating nearly every recognized practice of therapy. I believe, since he himself terminated the sessions, that he gradually became aware of the unethical aspects of his behavior which possibly had been initiated by sincere enough conscious desires to learn to be a therapist and to help a disturbed person. But midway in their sessions, when I heard of the situation, what was the ethical thing for me to do as a bystander? Actually I thought of a number of possible actions but did nothing until the relationship had been terminated, when I arranged referral for the woman to a competent therapist. (633)

4. A hospital encourages members of its nursing staff to learn to give various psychological tests, without obtaining the necessary background and related training. A psychologist was involved only to the extent of refusing a nurse entrance into his course on testing. However, he felt that the hospital was pursuing a policy of importance to psychologists which was not only short-sighted but ethically questionable. (880)

Principle 3.17-1. The maintenance of high standards of professional competence in the clinical and consulting fields is a responsibility which must be shared by all psychologists, in the interest of the public and of the profession as a whole. When a psychologist becomes aware of practices likely to result in the offering of inferior professional work or in the lowering of standards for psychological services, he should exert what influence he can to rectify the situation.

A. This principle stresses for clinical and consulting areas, where public interest is most conspicuously at stake, a problem which in its broadest aspects involves all the complexities of establishing in effective operation a code of ethics for the entire profession. For specific suggestions regarding procedures in rectifying unethical practices, see Section 2.12.

Manuscript received October 20, 1950

PREPARATION FOR THE WORK OF AN EDUCATIONAL PSYCHOLOGIST

THE Yale University Faculty Committee for the preparation of educational psychologists used a questionnaire in an effort to find out, among other things, how many psychologists there are in the Association with doctor's degrees who think of themselves as educational psychologists; when and where they were prepared; what their duties are; and what graduate preparation they think is needed for work like theirs. Questionnaires were sent to all in Division 15 who were holders of a doctor's degree (1949 Directory) and to samples of those in Divisions 2, 5, 7, 16, and 17. The respondents were asked to classify themselves by answering the question, "Do you think of yourself as an educational psychologist?" The first 441 replies (72 per cent of those sent) yielded a sample of 200 "educational psychologists."¹

NUMERICAL DISTRIBUTION IN THE ASSOCIATION

Using the assumption that the findings would have been in the same proportion among those in the same Divisions not replying and not questioned, the estimate is made that "educational psychologists" holding a doctor's degree are to be found in the Association as follows:

	Number
In Division 15 (Educational).....	205
In Division 17 (Counseling), but not in 15.....	51
In Division 2 (Teaching), but not in 15 or 17.....	34
In Division 5 (Measurement), but not in above 3.....	29
In Division 7 (Child), but not in above 4.....	21
In Division 16 (School), but not in above 5.....	17
Total.....	357

Division 17 is listed second because from its membership, the largest number of "educational psychologists" can be added to the list of 205 in 15. Division 2 comes next because from it the largest number can be added to those already located, etc. In other words the total of 357 refers to 357 individuals.

¹ The Committee takes this opportunity to acknowledge its indebtedness to the psychologists who returned its questionnaire.

On the other hand the estimated location of "educational psychologists" without the elimination of overlapping membership is shown in Table 1.

TABLE 1
Percentage of members who think of themselves as educational psychologists

Division	Per Cent Associates	Per Cent Fellows	Per Cent Total Membership
2	24 (33)*	19 (36)	22
5	17 (41)	11 (44)	16
7	14 (28)	8 (40)	12
15	75 (91)	69 (110)	72
16	38 (24)	24 (29)	34
17	10 (30)	27 (30)	15

* Sample N's upon which the percentages are based are shown in parentheses.

Is the estimate of 357 too high or too low? Any greater tendency to respond on the part of those who think of themselves as educational psychologists would have operated to make it high. But such a tendency, had it operated, should have shown itself in a larger percentage of returns from the members of Division 15 (Educational Psychology) than from the members of the other divisions. It did not. The estimate is certainly low because of the omission of those who think of themselves as educational psychologists and who do not belong to Division 2, 5, 7, 15, 16, or 17. (Some belong to no division.)

The number of educational psychologists by some other definition is another matter. According to the Yale Committee's definition, some educational psychologists do not think of themselves as educational psychologists. The committee thinks of educational psychology as the selection, organization, and interpretation of psychology for its bearing upon the understanding and direction of education. Correspondingly, an educational psychologist is a psychologist with an interest in and knowledge of education which cause and enable him to serve and to improve the work of education. This is a broad definition. There are specialized labels for parts of the work of educational psychologists which are undoubtedly preferred by some to the broader title.

Answers to another question suggest as a rough estimate that for every three self-styled educational psychologists in the Association with a doctor's degree there is another who prefers another label, usually a more specialized one.

The opinions of the sample of self-styled educational psychologists were sought by the Yale Committee because of the belief that those educational psychologists who use the title "educational psychologist" are the ones most broadly oriented with reference to *both* education and psychology. At any rate, it is the opinion of the committee that the term "educational psychologist" should stand for broad interest and broad preparation in both education and psychology.

WHEN AND WHERE PREPARED

"Educational psychology" as a specialization is not growing in numbers in proportion to the growth of the Association. Within a random sample of holders of a doctor's degree in the whole APA, 44 per cent received the degree during the period 1940-1949. Within the sample of those who think of themselves as educational psychologists, only 31 per cent received the degree during the same period (critical ratio = 2.4). Possibly education's share of the growth of psychological service is being recruited under other titles than "educational psychologist." If this is the case there may be no cause for concern. Labels are not all important. What should be a matter of concern is whether or not there is a tendency to split educational psychology into narrower specializations, preparation for which is too specialized.

Some of the institutions which would especially need to be concerned are listed below. They are

Institution	Per Cent
Columbia University.....	23
University of Chicago.....	9
Ohio State University.....	9
University of Minnesota.....	8
University of Iowa.....	6
Stanford University.....	5
New York University.....	4
Yale University.....	4
University of Michigan.....	3½
George Peabody College.....	3½
Harvard University.....	3
University of Nebraska.....	3
University of Wisconsin.....	2
Twenty other institutions.....	17
Total.....	100

the institutions at which most of the "educational psychologists" in the sample were prepared. The percentage after the institution is the percentage of the sample of "educational psychologists" prepared at that institution (i.e. 23 per cent of the sample of "educational psychologists" received their doctor's degree from Columbia University).

BREADTH OF PREPARATION NEEDED

The returns confirmed the committee opinion that a narrow training program would not prepare an "educational psychologist" for his work. He is expected to be *generally* useful in the educational situation in which he is employed. Ten of the 200 "educational psychologists" are (1) teaching, (2) rendering a psychological service to individual students, (3) engaged in research or the direction of research, (4) directing a student personnel service for the institution, and (5) administering a phase of the education program. Sixty-two have four of these five kinds of responsibility. Eighty-three have three, thirty-nine two, and for only six of the 200 do the duties fall in a single category. The order in which the categories are mentioned is the descending order of the frequency with which they were double checked as the most important duty.

Consistent with this picture of diversified duty is the pattern of "needed" preparation shown in Table 2. This table summarizes the replies of the 200 "educational psychologists" to a request for a description² of a 64 semester-hour graduate program designed to prepare for work like theirs. The Yale Committee is of the opinion that the preparation of an educational psychologist calls for a 3½- or 4-year program. That this opinion is not uncommon among educational psychologists is shown by the number of times an expression of it was volunteered by those replying. In spite of this opinion a distribution of only 64 semester hours was asked for in order to facilitate the use of the replies to show the *pattern* of need. With the exception of a few differential emphases appropriate to the specialization of the sub-groups, the picture is one of fairly general agreement concerning the need for a broad basic preparation. The first five, the next six, and the last two entries in the Table are grouped³ as a basis for generalization. They sug-

² A list of 32 course titles was offered as a check list and space was provided for the addition of other titles by those who did not find the list comprehensive enough.

³ The replies could have been reported or grouped in

TABLE 2

Distributions of 64 semester hours of graduate work which educational psychologists think are needed as preparation for their work

Areas of Needed Preparation	Major-Duty Groups					Averages (in hours)
	I Teaching	II Individual Service	III Research	IV Institutional Service	V Adminis- tration	
Statistics.....	5	3	7	6	3	4.8
Tests and Measurements.....	3	3	4	4	3	3.4
Individual differences.....	4	6	3	3	5	4.2
Research methodology (including experimental).....	5	5	6	5	2	4.6
Child guidance, counseling, diagnostic and remedial, and clinical proficiencies.....	13	18	11	17	16	15.0
Subtotal.....						32
Related disciplines such as biology and cultural an- thropology.....	3	2	4	2	4	3.0
Further work in general psychology, history, systems, etc.....	2	0	3	1	3	1.8
Social psychology.....	2	2	3	1	3	2.2
Personality (including motivation, adjustment and mental hygiene).....	9	10	7	7	8	8.2
Child, adolescent, and adult.....	6	6	5	4	6	5.4
Learning.....	3	3	4	3	3	3.2
Subtotal.....						24
Further study of education (elementary, secondary, college, philosophy, history, administration).....	4	3	2	8	4	4.2
Further study of educational psychology.....	5	3	5	3	4	4.0
Subtotal.....						8
Total.....	64	64	64	64	64	64

gest that half the PhD candidate's task in preparation for the work of an educational psychologist should be a mastery of the procedures involved in the collection, understanding, and use of data in research and in the more routine aspects of practice. They suggest that the other half should be three-quarters a matter of basic psychological understanding of human relationships and development, and one-quarter a further preparation for educational usefulness. The word "further" is used here and in the Table advisedly. Some of the respondents made it quite clear that their suggested distribution of emphasis presupposed some undergraduate preparation in education and in psychol-

many other ways. The grouping used is not defended. It is simply that which is of most interest to the Committee.

ogy. A generalization such as Table 1 affords is of course no blueprint for any institution or for any student. It is offered as a partial but substantial basis for the realistic planning of the graduate preparation of educational psychologists, and for examining them when they are to be certified.

Submitted by the following Yale University

Faculty Committee:

PAUL S. BURNHAM
NORMA E. CUTTS
CARL I. HOVLAND
MARK A. MAY
C. W. SCOTT
J. W. TILTON, *Chairman*

Manuscript received July 12, 1950

Comment

Human Resources Research Institute

The Department of the Air Force has recently established a new social science research agency at Air University, Maxwell Air Force Base, Alabama. This agency, the Human Resources Research Institute, was authorized in July 1949 and is under the direction of a civilian social scientist, Dr. Raymond V. Bowers, former executive director of the Committee on Human Resources, Research and Development Board, Department of Defense. One of three Air Force research agencies in the field of human resources, the Institute has been assigned a broad mission, focussed on the educational, social-psychological, and sociological problems of the Air Force. This mission includes research problems of (A) officer education and personnel, (B) military management and manpower utilization, and (C) strategic intelligence and psychological warfare. The research interests of the Institute in these three areas encompass such varied problems of personnel operations as leadership, morale, officer career guidance, manpower utilization, group motivation, organizational analysis and air-base community structure; and such problems of strategic intelligence and psychological warfare operations as relate to the social and psychological vulnerabilities of foreign nations. Being a part of the research and development program of the Air Force, the Institute has Air-Force-wide research responsibilities, and is responsible for developing an integrated long-range program to accomplish its mission.

The Institute has appointed an Advisory Research Council to assist in its development. The chairman of the Council is Mr. Charles Dollard, president of the Carnegie Corporation of New York; other members include Dr. Pendleton Herring, president of the Social Science Research Council, Dr. Carl Hovland, chairman of the Department of Psychology, Yale University, Dr. L. B. DeVinney, assistant director of the Social Science Division, Rockefeller Foundation, Dr. Philip Hager, associate dean, Division of Social Science, University of Chicago, and Dr. Carroll Shartle, chairman, Personnel Research Board, Ohio State University. The Council meets semi-annually, or oftener on call of the chairman, to review Institute policies and to make suggestions concerning contract research.

The Institute is developing its program of research through both contract and inservice projects. Several projects are now under way that involve contracts with universities or other research organizations. The first phase of a study of the personnel records system of the Air Force includes an analysis of the reliability and validity of the content of personnel records by Richard-

son, Bellows, Henry and Company, Incorporated. In the area of military management, a study of role conflict in leadership is being assisted by the Laboratory of Social Relations, Harvard University. Major research projects on strategic intelligence and psychological warfare have been started by the Bureau of Applied Social Research, Columbia University, and by the Harvard Russian Research Center, both of whom have research teams working in Europe. A contract has been signed with Ohio State University to assist in the planning of the research program. Several other contracts are under consideration.

In November, the Air University Far East Research Group for Human Resources was organized by the Institute to study human factor problems in the Korean war. This group is now in Japan and Korea studying three main types of human problems: morale, training, and psychological warfare. The group has been constituted to represent all the human resources interests of the Air Force, and is the only such mission in the theater. Its members include the following: Col. George W. Croker, officer-in-charge; Major John W. Quayle, assistant to officer-in-charge; Dr. Frederick W. Williams, assistant project director; Dr. John C. Pelzel; Dr. John W. Riley, Jr.; Dr. Wilbur Schramm; Dr. Thomas W. Harrell, assistant project director; Dr. Roger M. Bellows; Dr. Francis G. Cornell; Mr. Daniel L. Camp; Dr. Nicholas J. Demerath; Dr. Nathaniel L. Gage; Dr. E. William Noland; Dr. Floyd L. Ruch; Dr. S. Rains Wallace; and Mr. Earl A. Waller.

The organizational plans of the Institute call for the staffing of six research divisions grouped under three directorates, each of the latter being headed by an assistant director. Dr. Fred Couey is assistant director in charge of the Directorate of Officer Personnel and Education Research, and Dr. Samuel Goodman is head of the Educational Research Division of that Directorate. Other members of the Educational Research Division include Dr. Francis DiVesta, Mr. Paul Freeman, and Mr. Earl Waller.

Other civilian staff members include Dr. Frederick Williams, program director of the Psychological Warfare Division; and Dr. Dinko Tomasic, project officer in the same Division. Mr. Daniel Camp is assistant project officer in the Human Relations and Morale Division; Dr. Glaister Elmer has recently joined that Division as research assistant.

The Institute is fortunate in having a number of professionally trained officers. Col. Dale Smith has recently completed his doctorate study at Stanford University, and has been named assistant to the director.

Other military personnel trained in social science research include Col. George Croker, assistant to the director for Requirements; Maj. John Quayle, project officer, Manpower; Maj. Charles Botsford, assistant project officer, Manpower; Maj. Norman Green, assistant project officer, Education; Capt. Robert Murphy, assistant project officer, Personnel; Capt. Evan Stevens, assistant project officer, Psychological Warfare; and 1st Lt. Truman Salyer, assistant project officer, Personnel.

Inquiries with reference to employment or contracts should be addressed to the Director, Human Resources Research Institute, Maxwell Air Force Base, Alabama.

Human Resources Research Institute Staff

Report on the Controversy at the University of California¹

To the Editor:

The enclosed brief report on the oath-controversy at the University of California has been drawn up in response to many requests for "latest information."

In addition to the chronological data contained in the report two further items should be presented.

1) On September 26, 1950, the Academic Senate (Northern Section) approved the setting up of a faculty Committee on Financial Assistance with the primary purpose of raising money to advance salaries to non-signers. (Salaries for the two prior summer months were paid by the Group for Academic Freedom.) This Committee has invited faculty members at the University of California to contribute 2% of their gross salaries. There have been widespread and gratifying returns. The Committee will need, however, some assistance from faculties at other institutions in order to meet its full quota, and plans shortly to invite contributions from other faculties. Checks for this Committee may be sent directly to Professor Frank C. Newman, Treasurer, Committee on Financial Assistance, Boalt Hall, University of California, Berkeley 4, California.

2) The Group for Academic Freedom, as such, also continues to need both your moral and financial support. The Group has been able to cover its legal and other expenses to date because of the extraordinarily generous contributions received from nearly a thousand individuals (both academic and non-academic) throughout the country. Somewhat more money must, however, be raised to pay the remaining legal and office expenses which will be necessary until a final decision has

been rendered by the Courts. Checks to be used for these purposes may be made out to "Group for Academic Freedom" and sent directly to the office of the Group.

THE GROUP FOR ACADEMIC FREEDOM

By EDWARD C. TOLMAN,
Chairman

I

The Group for Academic Freedom consists of the 22 non-signers on the Berkeley and Santa Barbara campuses.

A non-signer is one who has signed neither the *special oath* nor the *special letter of acceptance* that superseded the special oath. (Each, however, willingly signed the standard constitutional oath of loyalty to the state and nation, at the beginning of the 1950-51 academic year.)

There are, in all, 26 remaining non-signers of faculty rank, as follows:

Los Angeles: 1 professor; 1 associate professor; 1 assistant professor; 1 lecturer.

Berkeley: 7 professors; 6 associate professors; 6 assistant professors; 1 instructor; 1 lecturer.

Santa Barbara College: 1 assistant professor.

II

The special oath of loyalty first introduced by the Administration in May, 1949, but strongly opposed by the faculty, was superseded on April 21, 1950 by a compromise that prescribed a special letter of acceptance which included loyalty oath language in contract form, or, in case of objections to such a letter, gave the alternative of a hearing before the Committee on Privilege and Tenure.

The special letter of acceptance required a declaration that "I am not a member of the Communist Party or any other organization which advocates the overthrow of the Government by force or violence, and that I have no commitments in conflict with my responsibilities with respect to impartial scholarship and free pursuit of truth."

III

A Calendar of Events

May 15-July 15, 1950

All those who have refused to sign the special letter of acceptance appear for hearings before the Committee on Privilege and Tenure, a regularly constituted committee of the Senate. None of them is found to be a Communist. All are recommended by the committee for reappointment with the exception of five on the Berkeley campus and one on the Los Angeles campus, as to whom no recommendation, one way or the other,

¹ The report presented below has been drawn up by the Group for Academic Freedom at the University of California. It has been circulated in mimeographed form by the group, but we reproduce it, along with a covering letter from Professor Tolman, for the benefit of the many psychologists who have not seen it. The report was received in this office on December 19, 1950.—EDITOR.

was made. (The Committee on Privilege and Tenure, at the instance of the Academic Senate, has lately re-examined the cases of the five on the Berkeley campus and recommended their reappointment to President Sproul. The Academic Senate on November 21 unanimously passed this recommendation.)

July 21, 1950

President Sproul recommends to the Board of Regents the reappointment of the non-signers then cleared by the Committee on Privilege and Tenure. The Regents by a majority of 11 to 9 accept the recommendations of the President and reappoint the non-signers. One Regent indicates an intent to move for reconsideration at the next meeting. (It is with this date that the account of the controversy given in George R. Stewart's "Year of the Oath" closes.)

August 1, 1950

The non-signers fail to receive salary for the new academic year, and letters of appointment are withheld.

August 25, 1950

Counsel for the Regents publicly advises at their meeting of this date that the proposed revocation of appointments is contrary to state law; Governor Warren, presiding, rules accordingly. An appeal from this ruling carries by a vote of 12 to 10. Regents then, by the same majority, vote to revoke the appointments. President Sproul and Governor Warren vote with the minority; Admiral Nimitz, unable to attend, wires his opposition to revocation. All Regents agree that there is no charge of Communism. The dismissals are "a matter of discipline." The Regents vote that every non-signer is to have a period of ten days within which to sign the special contract or to resign from the University as of June 30, 1950.

September 1, 1950

Eighteen (17 from Berkeley and 1 from Santa Barbara) who had been appointed on July 21 and had their appointments revoked on August 25 then file a Petition for Writ of Mandate in Third District Court of Appeal, State of California. The petition seeks an order requiring restoration to faculty posts.

The Court accepts the petition and grants a "stay" to the effect that the ten-day period of grace is not to be allowed to begin until after the court has made a further ruling.

September 26, 1950

The Academic Senate, Northern Section, adopts a resolution condemning the action of the Board of Regents in revoking the appointments of the non-signers.

October 14, 1950

The Attorneys for the Board of Regents, especially retained for case, file answering brief.

November 13, 1950

The Attorney for the Petitioners files Reply Brief, making the following points:

- 1) Appointments made on July 21, 1950, are not revocable.
- 2) Requirement of a special loyalty declaration violates the California Constitution, Article XX, Section 3, which provides that no oath, declaration or test other than the constitutional oath shall be required as a qualification for any office or public trust.
- 3) Requirement of special declaration violates the State Constitution, Article IX, Section 9, which states that the University shall be kept free from all political or sectarian influence.
- 4) The action of the Board of Regents in dismissing the litigants after they had gone through with the alternative offered by the Regents on April 21 violates the ordinary law of contracts.
- 5) The action of the Regents violates rights of academic tenure vested in the Petitioners by custom and by Standing Orders of the Regents recognizing the custom.

November 27, 1950

Hearing set by the Court for oral arguments by the attorneys for the Petitioners and for the Regents on December 19, 1950.

The Group will welcome the opportunity to furnish more detailed information concerning any of the events reported in this calendar.

THE GROUP FOR ACADEMIC FREEDOM

*Hotel Shattuck, Berkeley 4,
California*

Survey of Opinions of the Published Work of Ralph Gundlach

To the Editor:

At the request of the President of the Society for the Psychological Study of Social Issues, the undersigned undertook to provide an evaluation of the professional standing of Ralph Gundlach. It was understood that the results of this study would be made available to the investigating committees of the American Association of University Professors and the American Psychological Association. For practical reasons it was necessary to limit the study to a small sample of respondents, and

to ask questions only about published work. The objective of the study was to answer the question: What is the opinion of the most competent psychologists as to the integrity of the published work of Ralph Gundlach?

The sample. Respondents were selected as follows: (1) authors of textbooks of social psychology published since 1940; (2) authors of textbooks of general psychology published since 1940; (3) editors of standard psychological journals. It was felt that this would provide a list of psychologists of recognized competence, who could be expected to have read at least some of Ralph Gundlach's publications, and who would not be likely to be biased either pro or con.

Forty-two letters were sent out and 27 were returned (64 per cent).

The questionnaire. The major articles Ralph Gundlach has written were listed by title and divided into subject matter topics as follows: 18 articles in the field of social, 12 articles in the field of comparative, 5 articles on sensory problems, 6 articles in educational psychology, 6 articles on esthetics and the drama, and 8 articles which were not classified under these headings. Under each topic the respondent was asked to check articles he had read, and then was asked of each topic: "If you have checked one or more articles above, what is your impression of the scientific integrity of the work (objective or biased, honest or prejudiced)?"

Results. In the end, only two classifications were coded separately: those for social psychological publications, because of their special vulnerability; and all the others.

PUBLICATIONS IN SOCIAL PSYCHOLOGY (18 ITEMS)

Work endorsed as honest and objective (Note 1)	14
Some work biased by author's interest and opinions, but author's integrity not questioned	3
"So intense a partisan as to be almost incapable of a balanced presentation" (Note 2)	1
"Work of all psychologists is biased, Gundlach's included"	1
Work not read; no opinion	8
	—
	27

Note 1: Seven of the respondents had read more than half of Gundlach's publications in social psychology. All of these considered the work they had read honest and objective. Two of the seven gratuitously offered praise of the work. (E.g., "significant contributions," "challenging," "stimulating.")

Note 2: This respondent had read only two of the articles in the social psychology list. He had read one article from the remaining lists, and this he judged as objective.

PUBLICATIONS IN FIELDS OTHER THAN SOCIAL PSYCHOLOGY (37 ITEMS)

Work endorsed as honest and objective	20
Some work biased by author's interests and opinions, but author's integrity not questioned	0
"Work of all psychologists is biased, Gundlach's included"	1
Work not read; no opinion	6
	—
	27

Conclusions. No reply questioned in any way the honesty or objectivity of the work outside the field of social psychology. Some replies made the point that honesty and objectivity are relatively easy to attain in the other fields. One respondent confined himself to insisting that all scientific work is necessarily biased and prejudiced, and a few others indicated in one way or another that they shared this view.

With reference to the social psychological publications, three replies indicated that the work reflects Gundlach's interests and opinions, but did not suggest any lack of honesty or integrity. Only one reply can be interpreted as unfavorable, and this is quoted directly in the table above.

Although our sample is a small one, it contains the best qualified critics of Gundlach's published work. In view of the almost complete absence of unfavorable comment we feel justified in concluding that, so far as his scientific work is concerned, Ralph Gundlach enjoys a good reputation among his colleagues.

ROBERT B. MACLEOD
JAMES J. GIBSON

Survey of Industrial Courses in PhD-Granting Institutions

What courses are offered to students obtaining the doctorate in industrial psychology in the field of their specialty? To answer this question, I examined the latest possible (1950-51) catalogues of 65 colleges and universities giving the doctorate in psychology (from the list with which I started, 14 were dropped because they have not yet given the doctorate, three because their program is one year old, and three because it was impossible to analyze their programs in terms of course credits).

The table following shows the most frequently given courses in industrial psychology. Excluded are courses in psychometrics, statistics, guidance, and research methodology.

As can be seen from the table, the greatest percentage (38.1) of the industrial courses deal with personnel psychology which includes job analysis, merit rating, selection procedures, tests, training problems, etc. The next largest category (16.5 per cent) includes the gen-

Analysis of industrial courses¹

Category	No. of Courses	Per Cent of Total Courses	No. of Colleges
Personnel psychology.....	104	38.1	42
General industrial psychology.....	45	16.5	30
Public opinion, propaganda, attitudes.....	33	12.1	18
Internship, practicum.....	25	9.2	18
Applied psychology.....	14	5.0	13
Psychology of advertising and selling.....	14	5.0	12
Group work.....	9	3.3	8
Consumer and market research.....	7	2.6	6
Fatigue, efficiency in work.....	6	2.2	6
Human relations.....	5	1.8	5
Human engineering.....	4	1.5	4
Industrial sociology.....	3	1.1	3
Evaluation of equipment.....	1	.4	1
Industrial organization.....	1	.4	1
Psychology of working conditions..	1	.4	1
Consulting practice.....	1	.4	1
	273	100.0	

¹ 70 or 25.6 per cent of these courses are offered on the quarter basis. The rest are semester courses.

eral course in industrial psychology which deals with various topics such as personnel problems, public opinion measurement, market research, etc. Courses dealing with propaganda, public opinion, and their measurement seem to be quite popular, since 12.1 per cent of the total industrial courses were classified in this category. Another relatively large category (9.2 per cent) includes the practicum and internship courses in industrial psychology, with 18 universities reporting giving such a course.

The types of courses included under the "group work" category are courses dealing with problems of group formation, group morale, leadership, conference procedures, interpersonal relations, etc.

As can be noted from the table, only four universities report giving a course of the so-called "human engineering" type. One college calls such a course "psychological factors in the design and operation of industrial machines," and describes its content as "a survey of experimental studies on the relation of human abilities and limitations to problems of design and operation of machines, display systems, and special devices."

It would seem that courses dealing with industrial sociology and human relations would be desirable in view of the present emphasis on human relations in industry and on employee attitudes. One Eastern university describes its industrial sociology course as "a study of the social characteristics of large-scale American business firms and the sociological problems that arise in these firms." A Western university describes

its course in industrial relations as "the policies of labor organizations and the industrial relation programs of management, trade agreements, grievance procedures, and other phases of collective bargaining."

Only one university was found to give a course entitled "consulting practice." In view of the relatively high percentage of industrial psychologists in consulting work, it would seem that more schools would offer such a course.

ADAM PORUBEN, JR.
Metropolitan Life Insurance
Company, Personnel Division

Self-referrals to Psychological Clinics

To the Editor:

In the process of analyzing 272 cases seen by a joint psychiatric-psychologic staff (private clinic) it came to my attention that the bulk of the cases which were self-referred, through telephone book listing, were either frankly psychotic or nearly so. Our listing was simply "Psychological Services," in ordinary type, and contained only the address and phone number. In view of the broader problem of licensing of psychologists, it would be of great interest to hear from others as to what their observations have been.

RAYMOND HEADLEE
606 Wisconsin Avenue
Milwaukee, Wisconsin

Agreement with Elias and Newman

To the Editor:

I was interested in the discussion concerning "pure" and "applied" psychology in the September 1950 issue of the *American Psychologist*. These terms, which, of course, have been in use a long time in all fields of science, are unfortunate and tend to convey misleading implications. The term "pure" tends to intimate that "applied" is apt to be "impure" science. As everyone knows, science is either science or it isn't. Whether it happens to have at the time a direct or obvious application is beside the point. The fact that a particular scientific fact or principle has, at the moment, no foreseeable application does not make it any more pure.

Furthermore, to make sharp distinctions in administration of courses into groups of "pure" and "applied" is likely to redound to the disadvantage of any field of science, particularly psychology. Applications of psychological science and principles should be taught, in my opinion, in departments of psychology rather than in the various other departments of a university.

DANIEL STARCH
Daniel Starch & Staff



DAEL WOLFLE

Director, Commission on Human Resources and Advanced Training

Across the Secretary's Desk

NOTES ON THE FUTURE OF PSYCHOLOGY AS A PROFESSION

In the past decade there has been a tremendous increase in the number of man-years invested by American psychologists in activities of a professional (as distinct from a scientific) nature. Many members of the APA are not really aware of this fact. Others are aware of it and are inclined to wish it were not so. Many know very well about this increase and exult in it. Whether we ignore it or resent it or glory in it, the increase is a fact. And it, plus the great probability that there will be further increases, is a fact carrying great significance for all psychologists, of whatever ilk or interest.

In the twenties there were relatively few psychologists (the APA had 471 members in 1925) and of those who called themselves psychologists an unknown but probably very small proportion were engaging in activities that would now come under the "professional" label. In 1951 there are 8500 members of the APA, an unknown but probably very large proportion of whom engage in professional activities outside the laboratory and classroom. Psychology was, not very long ago, something for people in academic settings to work on. Now, to an extent that is almost startling, psychology is something for people to work *with* in a wide variety of settings.

Our society appears peculiarly willing to adopt psychological ways of thinking and to accept the results of psychological research. American people seem to have a strong and conscious need for the sorts of professional services psychologists are, in varying degrees, equipped to give. But though demand is already great, few will want to argue that it is at its peak. Public awareness of psychology and of psychological services has been increasing (How many hundreds of thousands have taken an introductory course in psychology in the last ten years?), but there are still many people with emotional problems who do not know psychologists exist and many who have responsibility for problems in guidance, selection, training, classification, human engineering, group morale, efficiency, communications, etc., who do not yet know of past practical successes psychologists have scored in

dealing with such problems and have no pictures of the results that might ensue if the psychologist brings his wisdom and research skills into operation. As psychologists go on producing practical changes in human behavior, and as more people become aware of the results, the demand for professional psychologists will increase. Nobody knows where the peak is or when it will come, but it seems doubtful that we are close to it yet.

We may get some basis for estimating the future growth of professional psychology by looking at the growth curve for APA membership. In 1947 Dael Wolfle (*Amer. Psychologist*, 1947, 2, 516-520) plotted the growth curve of the APA since 1892. He found an average of about 10 per cent increase per year from 1920 on. His extrapolation from the curve yielded the predictions that there will be about 16,000 members in 1960 and 40,000 in 1970. Professor E. G. Boring has recently communicated to us here similar data on our growth from 1914 to 1950 and on predicted size in future years. His extrapolation data are presented below:

Year	Membership
1960	17,886
1970	43,986
2000	654,200
2050	58,884,500

Nobody will be ready to believe we will have nearly 59 million members a hundred years from now. And few will be inclined to worry a great deal about an hypothesis that takes so long to test. But the figure for 1970 is within the scope of both investigation and possibility. What is to prevent our having 40,000 or more members of the APA in 1970? At some point on this curve a saturation sets in, for our society may be neither inclined nor able to support an infinite number of psychologists. And at some point we run out of the supply of bright young people who can be made into psychologists. Maybe the latter point is very close. There are those who now say with some authority that there are already no longer enough bright young candidates to go around among the various scientific and professional fields. It seems likely, however, that if society does something to bring forth and train all those bright young people whose

lights are now hidden under an economic bushel, the supply will be greater. If the demand for psychological services continues, and grows, psychology will compete successfully with other scientific and professional fields for the attention of our bright young people. It now seems a good guess that for a number of years to come, the APA will continue to grow and the number of man-years invested in professional psychological activities of some sort will rise steadily and sharply. We have some reason to expect that this increase, particularly if helped along by social emergency, will approach phenomenal proportions.

Though many members of its APA are somewhat resentful of our growing concern with professional problems, I think that more of us should focus more concern on this probable growth. And we should not wait till we know its precise magnitude to begin our worrying, for this growth will mightily effect all of us—whether we spend our efforts in pure or applied pursuits, whether we go in primarily for research or for service. This growth means a large responsibility—if we are at all inclined to bother about the social consequences of our behavior as psychologists. It means a change, for better or for worse, in the day-to-day activities of each of us. And, if we choose to accept it, it means an unparalleled opportunity to create a profession the like of which has never before been seen, either in form or content.

As for the responsibilities, I think a case can be made that the age of the psychological man is upon us, and that psychologists must accept responsibility not only for having sped the arrival of this age but for guiding its future course. Whether we like it or not, our society is tending more and more to think in terms of the concepts and methods spawned and nurtured by psychologists. And whether we like it or not, psychology and psychologists will continue to be a consequential factor in the making of social decisions and in the structuring of our culture. There appears to be a hard core of reality behind the sometimes pious, sometimes Cassandra-like cries, heard so often during the past two or three decades, that man's last best hope is man's increased understanding of man. Any psychologist who is inclined to come down with such high-level concerns—and a great many are so inclined—must also concern himself with both the form and content of the profession of psychology. In whatever way the science of psychology develops,

professional psychologists will have a determining hand in the translation of that science into social action. We need to think now, it seems to me, more than we have ever thought before about equipping our profession, both in terms of individual competences and in terms of group organization, to commit itself wisely in the face of such a challenge.

At a less high-flown level of consideration, we can make a strong case that the very concrete day-to-day welfare of individual psychologists will be directly influenced by the way in which the profession, as a social entity, develops. The future of the profession will have a bearing on our status, our income. I think it can be well argued that the future of professional psychology will determine whether there is increased or diminished opportunity and facilitation for pure research on the part of those who choose to work on rather than with psychology. I would predict that if the profession grows healthily, opportunities for scientific psychologists will increase, for society seems to support most handsomely those scientific or academic fields which it perceives as paying their way. Chemistry and physics laboratories in our universities are universally populous and well equipped. Perhaps psychological laboratories will be equally commodious and well staffed when the profession of psychology is perceived as equally profitable to society. That day seems to be coming. It may not be far wrong to argue that the professional activities of psychologists more directly than their scientific activities have succeeded in moving our science down from the academic attic it occupied through the first third of the present century. Maybe it is only enlightened self-interest for the pure psychologist to support and guide his applied brother—as it is enlightened self-interest for the profession to support (and sometimes to guide) the man who chooses to follow and further the pure science of psychology.

Not only do we have a responsibility for the development of professional psychology and a very down-to-earth investment in its future but, for those of us who get satisfaction from participating in and fashioning new movements, there is an opportunity to make a contribution to the first *deliberately designed* profession in history.

I know relatively little about the past of the medical or the legal or the engineering professions, but I suspect they have been Topsy-like phe-

nomena, growing more or less unconsciously according to ill-perceived social pressures. I think that psychology has a chance to do better. I think we are already doing better. It may turn out that our Boards and Committees will have a good history of perceiving our place in society, of anticipating trends and of guiding our acts toward the anticipatory and the adaptive. But I think we can do still better. I have the impression that in structuring our future we have not yet used ourselves at our wisest or in accordance with our best traditions. Nor have we capitalized on all the resources to which we can have access.

The Boards and Committees that every year are committing us to decisions determining our future are operating under handicaps. In the first place, the people who serve on our Boards and Committees are often the busiest members of the Association. We seem to have more trust in busy psychologists than in those with a lot of leisure time. Thus it happens that most of the thought going into decisions about the future of psychology is sort of spare-time thinking. The people who do it are often—and necessarily—primarily invested in their back-home problems. There just is not time to collect all relevant facts and to think everything through with thorough care. And while our decisions about ourselves are made with great respect for evidence, it seems to me they are sometimes made in its absence. It may be that our general method of making our decisions leads us to a finger-in-the-dike sort of problem-solving. We treat problems as they arise rather than anticipate them or prevent them. We are too often in a state of unexpected emergency. And when emergency is upon us, we may be inclined not to behave in a deliberate and pre-planned way but, as a parent when faced by a new problem in child behavior often behaves automatically like his parents before him behaved, we may unconsciously solve our problems like they have been allegedly solved by older, more established professions.

I think we need—now—to devote more time, more thinking, more *research* to the task of planning the wisest future for professional psychology. It is possible that if we go about it properly, we can arrive at decisions about ourselves that are more adaptive, more inventive, more wise, less likely to be unthinkingly imitative of other profes-

sions. The tremendous scientific and social potential in our field—a potential that seems to me particularly great if the science and profession remain very closely allied—deserves the best nurturing, the best guidance, the wisest planning, that it is possible for man to give it.

It seems to me both necessary and possible that we have, for use in our long-range planning, the following:

- (a) Clear and complete information on the history and present structure of other professions.
- (b) A sociological or anthropological or sociopsychological study of our current role in the society that supports us.
- (c) A sound knowledge of the present and potential demands for psychological research and service.
- (d) A systematic knowledge of what professional psychologists are now actually doing—and what they can do better, for example, than ministers, psychiatrists, or social workers.
- (e) A knowledge of the interests, values and aspirations of current American psychologists.
- (f) A knowledge of the relation between training and performance in psychology.

I think that studies can be designed that would yield information on all these and other points. And I think that the facts and insights coming from such researches would make an invaluable contribution to our wisdom about ourselves.

When we have our significant facts then perhaps we could make it possible for a half-dozen of our ablest and most broadly trained psychologists to sit down in isolation from other problems and ponder these facts for a year with the purpose of formulating recommendations for the guidance of psychology toward the development of the healthiest, most significant, most productive, and most satisfying profession yet known.

All this may be the veriest of pipe dreams. But such fantasies may stimulate somebody to think a thought he has not thought before, may lead to the doing of something by somebody that will have a desirable effect on reality. At the moment, I do not regard it as fantastic that funds can be found somewhere for the support of some such program of research and planning.

FILLMORE H. SANFORD

Psychological Notes and News

Charles I. Mosier died on January 17, 1951, at the age of forty. He had been chief of the Research and Analysis Branch of the Personnel Research Section, Adjutant General's Office.

Ira D. Scott died on January 16, 1951, at the age of sixty-six. He had been director of the VA's Advisement and Guidance Service since its inception in 1943.

Gardner Murphy, on December 13, 1950, addressed the Indian Psychological Association in Calcutta on the "Recent History of Psychology." Professor S. C. Mitra, who presided, requested the speaker to transmit to the American Psychological Association the cordial greetings and best wishes of the Indian Psychological Association.

Gordon L. Lippitt has accepted the position of training consultant in human relations with the National Training Laboratory in Group Development at the National Education Association. On January 1 he completed a six months' assignment as program coordinator for the Mid-Century White House Conference on Children and Youth, while on leave of absence from Union College.

Isabelle V. Kendig, formerly chief clinical psychologist at St. Elizabeths Hospital, has been appointed chief clinical psychologist at the VA Hospital, Tomah, Wisconsin.

Mitchell Dreese has recently been appointed dean of the College of General Studies at George Washington University. Previously, Dr. Dreese was dean of the summer school.

Paul R. Dingman, formerly with the Cushing VA Hospital, has been appointed clinical psychologist at the Brattleboro Retreat, Brattleboro, Vermont.

Raymond J. Corsini, formerly senior psychologist at San Quentin Prison, has been appointed supervising psychologist of the Psychiatric Field Service, State Department of Public Welfare of Wisconsin, Madison.

Robert E. Dreher of Wabash College joined the Air Force on January 31.

Allen R. Levin is now a captain at the U. S. Army Hospital at Ft. Benning, Georgia.

Joseph M. Sacks is on military leave from the Franklin D. Roosevelt VA Hospital at Montrose, New York. He now holds the rank of captain as chief psychologist at the Madigan Army Hospital, Ft. Lewis, Washington.

The change-of-address notices with military connotations which have come to the APA office during the last month are as follows:

Walter J. Black is now Capt. Walter J. Black, Leader's School, Camp Chaffee, Arkansas.

Harold Borko is now Lt. Harold Borko, Box 360, Letterman Army Hospital, San Francisco, California.

Glynn E. Clark is now Major Glynn E. Clark, USMCR, Quarters 17-B-13F, Camp Pendleton, Oceanside, California.

Lt. Stanley D. Curyea is now located at 1600 N. Pierce, Apt. 10, Arlington, Virginia.

Thomas F. Humiston is now 1st Lt. Thomas F. Humiston, 279th General Hospital, Denver, Colorado.

Donald C. Kuhn is now Ensign Donald C. Kuhn, Billet Analysis Team, 11th Naval District Hdqtrs., Room 253, Box 3, San Diego, California.

James W. Layman is now Major James W. Layman, Medical Field Service School, Brooke AMC, Ft. Sam Houston, Texas.

Walter A. Luszki is now Major Walter A. Luszki, Army Medical Center, Washington, D. C.

Thomas T. Sandel is now Lt. T. T. Sandel, USMCR, MGCIS-2, MACG-2, MCAS El Toro, Santa Ana, California.

E. Parl Welch is studying at the Carl G. Jung Institute of Analytical Psychology in Switzerland.

Lester M. Libo, formerly of Stanford University, is now a study director with the Research Center for Group Dynamics, University of Michigan.

Olga de Cillis Engelhardt has been appointed research associate and project director at the Industrial Relations Center, University of Chicago, while on leave from the University of Connecticut.

Richard M. Griffith, a recent graduate of the VA Training Program at the University of Kentucky, has accepted a position in medical research at the Lexington VA Hospital. He replaces Barrie Shaw who has accepted a position with the Mental Hygiene Clinic at Daytona Beach, Florida.

Walter D. Obrist has been appointed research associate at the Moosehaven Research Laboratory, Orange Park, Florida. He was formerly at the Institute for Juvenile Research in Chicago.

Ray S. Musgrave is at Teachers College, Columbia, while on sabbatical leave from Millsaps College.

Two per cent, or 30 of 1694 blinded World War II veterans, have entered the field of psychology.

A conference was held November 9-11 at the University of Chicago under the sponsorship of the Air Training Command Human Resources Research Center. Participants included research personnel of the Air Force, Army, and Navy; research consultants and contractors of the Air Force; and a selected group of university psychologists of diverse interests. This conference was the first of a series aimed at the discussion and formulation of objectively testable hypotheses with special reference to the Air Force. Twenty-five papers reporting recent research studies were presented.

ARTHUR W. MELTON

The New York Bureau of Tass, telegraph agency of the USSR, has ordered a copy of the Psychological Monograph entitled "Attitudes of German Prisoners of War: A Study of the Dynamics of National-Socialistic Followership," by H. L. Ansbacher.

The Gesell Institute of Child Development, 310 Prospect Street, New Haven, Connecticut, was founded in March 1950 and was incorporated as a private nonprofit organization, for the purpose of continuing and expanding the clinical, research, and teaching services which its staff members had carried on for many years as the Clinic of Child Development at the Yale University School of Medicine. Frances L. Ilg, Louise Bates Ames, and Janet Learned constitute the Board of Directors. Other corporation members are Arnold Gesell and Robert U. Redpath, Jr.

At the University of Chicago, the chairmanship of the department of psychology was previously held by James G. Miller, but he is now out of residence to do clinical work and research for four quarters. Garth J. Thomas will be acting chairman during the winter and spring quarters, and Donald W. Fiske will be acting chairman during the summer and fall quarters.

The Call for Papers for the 1951 convention of the American Psychological Association will appear in the March issue of the *American Psychologist*.

The APA's Building Committee has been appointed by President Robert R. Sears. Jerry W. Carter, Jr. is chairman, and the other members of the committee are Fillmore H. Sanford and Dael Wolfle.

Donald T. Campbell has accepted appointment to the Convention Program Committee of the American Psychological Association.

Clinical psychologist, either sex, at least MA and two years of clinical experience, for diagnostic testing and some therapy, depending upon qualifications. Appointment at Psychologist II rating in State Civil Service. Salary, \$3,660-\$4,380. Apply to the director, Mrs. Harriett K. Beck, Port Huron Child Guidance Clinic, 1010 Richardson Street, Port Huron, Michigan.

Senior interns, either sex, beginning in June. Psychodynamic evaluation of mentally ill aimed at recommending and conducting individualized therapy. More than one year of graduate work and familiarity with Wechsler-Bellevue, TAT, and Rorschach desired. Salary, \$175 per month less \$25 full maintenance. Apply to Dr. Herbert G. McMahan, Superintendent, Beatty Memorial Hospital, Westville, Indiana.

A two-year post-doctoral externship (residency) in the specialty of psychodiagnostic and psychiatric team practices will be offered in the Department of Adult Psychiatry of The Menninger Foundation, starting September 1, 1951. On satisfactory completion of the first year, the appointment will be renewed for the second year. The stipend is \$3,500 for the first year, \$3,800 for the second. Since it is expected that the bulk of these

stipends will be provided by the USPHS, the residency is dependent on favorable action by that body. A PhD in psychology with a background in clinical psychology is required. Applications must be received by April 15, 1951. Apply or write for further information to Dr. Robert C. Challman, The Menninger Foundation, Topeka, Kansas.

How Civil Service appointments are made. Practically all civilian scientific and technical positions in Navy establishments are under "Civil Service." Civil Service regulations have been developed to assure that appointments to Federal positions are on a competitive basis. Vacancies occurring in Federal activities may be filled by promotion, reinstatement, transfer or reassignment of individuals already or formerly employed by the Federal government or by original appointment of applicants taken from lists established as a result of publicly announced examinations. Where an insufficient number of qualified candidates is available from such lists, qualified persons who did not participate in the examination may be considered for appointment by the agency concerned.

Effective December 1, 1950 all appointments to the Federal service were on a non-permanent basis except in unusual circumstances. Therefore, they are considered as "indefinite" appointments. Permanent appointments are made only when the Civil Service Commission determines that such appointments are in the interest of the government.

Indefinite appointments are not under the Federal Retirement System but after January 1, 1951 will be covered by the National Social Security System which requires a deduction of 1½% from salary instead of the 6% under the Federal Retirement System. Indefinite appointments are given the same annual leave (26 days) and sick leave (15 days) as permanent Civil Service status appointments.

HOW TO APPLY

Applications for any federal position should be made on a Civil Service Commission Standard Form 57, "Application for Federal Employment." These forms may be obtained from any first or second class post office, from the central or regional offices of the U. S. Civil Service Commission, or from the personnel office of any federal agency.

An applicant should submit a Form 57 directly to any Navy laboratory or establishment at which he desires to be considered for employment.

The following vacancies for psychologists, involving a total of 27 positions, were listed in the Navy's January 1951 *Bulletin*:

Grade Level	Special Qualifications Required	Location
GS-12	Physical testing techniques relating to aviation medicine	Naval Air Development Center, Johnsville, Pennsylvania
GS-12 } GS-11 }	Medical psychology or immunology	Naval Radiological Defense Laboratory, San Francisco 24, California
GS-12	PhD plus research experience	Office of Naval Research, Room 1070, T-3 Building, Washington 25, D. C.
GS-12	Experience in achievement test development	Naval Air Station, Norfolk 11, Virginia
GS-11	Clinical	Naval Training Center, San Diego 33, California
GS-9	Psychophysics of vision, colorimetry and visual research	Naval Hospital, Houston, Texas
GS-9	Design of controls for radar, sonar, etc., with idea of reducing human error	Naval Research Laboratory, Washington 25, D. C.
GS-7		Naval Radiological Defense Laboratory, San Francisco 24, California
GS-7 to GS-12	Human engineering; to psychophysics; and psychological measurements	Naval Electronics Laboratory, San Diego 52, California

Convention Calendar

AMERICAN PSYCHOLOGICAL ASSOCIATION
August 31–September 5, 1951; Hotel Sherman, Chicago,
Illinois

For information write to:
Dr. Fillmore H. Sanford
1515 Massachusetts Avenue N.W.
Washington 5, D. C.

SOCIETY OF EXPERIMENTAL PSYCHOLOGISTS

March 20–21, 1951; University of Virginia, Charlottesville

For information write to:
Dr. W. J. Brogden
Department of Psychology
University of Wisconsin
Madison 6, Wisconsin

EASTERN PSYCHOLOGICAL ASSOCIATION

March 30–31, 1951; St. George Hotel, Brooklyn, New
York. Meetings will be held on the campus of
Brooklyn College

For information write to:
Dr. Charles N. Cofer
Department of Psychology
University of Maryland
College Park, Maryland

MIDWESTERN PSYCHOLOGICAL ASSOCIATION

April 27–28, 1951; Drake Hotel, Chicago, Illinois

For information write to:
Dr. David A. Grant
Department of Psychology
University of Wisconsin
Madison, Wisconsin

SOUTHERN SOCIETY FOR PHILOSOPHY AND PSYCHOLOGY

March 23–24, 1951; Hotel Roanoke, Roanoke, Virginia

For information write to:
Dr. D. Maurice Allan
Hampden-Sydney College
Hampden-Sydney, Virginia

WESTERN PSYCHOLOGICAL ASSOCIATION

April 27–28, 1951; San Jose State College, San Jose,
California

For information write to:
Dr. Brant Clark
Department of Psychology

San Jose State College
San Jose 14, California

INTER-SOCIETY COLOR COUNCIL

February 28, 1951; Wardman Park Hotel, Washington,
D. C.

For information write to:
Miss Dorothy Nickerson, Secretary
Inter-Society Color Council
Box 155
Benjamin Franklin Station
Washington 4, D. C.

FOURTH INTERNATIONAL CONGRESS ON MENTAL HEALTH

December 11–19, 1951; Mexico City, D. F.

For information write to:
Mrs. Grace E. O'Neill
Division of World Affairs
National Association of Mental Health
1790 Broadway
New York 19, New York

THIRTEENTH INTERNATIONAL CONGRESS OF PSYCHOLOGY

July 16–21, 1951; Stockholm, Sweden

For information write to:
The Secretariat
Psychological Institute
Observatoriegatan 8
Stockholm, Sweden

ASSOCIATION INTERNATIONALE DE PSYCHOTECHNIQUE

July 24–28, 1951; Gothenburg, Sweden

For information write to:
Dr. Franziska Baumgarten-Tramer
Thunstrasse 35
Berne, Switzerland

BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

August 6–12, 1951; Edinburgh, Scotland

For information write to:
Professor P. E. Vernon
Institute of Education
Malet Street
London WC 1, England

Spring Publication

The Second Edition of **PSYCHOLOGY**

Norman L. Munn, *Bowdoin College*

In the *Second Edition of Psychology*, Dr. Munn has created a textbook that is even more interesting and challenging to the student than the highly successful original edition. More explicitly objective, the Second Edition also reflects recent research, with significant changes in the material on motivation, emotion, learning, and individual differences. There is greater emphasis on human material and a decreased emphasis on physiology, neurology, and anatomical detail. Illustrations have been increased not only in number but also in quality and meaningfulness. A Student's Manual, by Dr. Munn and E. Parker Johnson, and an Instructor's Manual accompany the text.

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THE EGO AND THE SELF

By Percival M. Symonds, *Columbia University*

This book presents a comprehensive summary of present day thinking and experimentation on the ego and the self. Introductory chapters define and differentiate the two concepts of ego and self. Later chapters deal with such topics as, the functions and development of the ego, the development of the self, the problems of ego involvement, and ego deterioration. Although the material presented is on the advanced level, the style is easily readable. 225 pp. \$2.50

A HISTORY OF EXPERIMENTAL PSYCHOLOGY, 2nd Edition

By Edwin G. Boring, *Harvard University*

The second edition of this complete and penetrating history introduces new chapters on the Scottish and French schools of psychology, American functionalism, behavioristics, brain physiology and dynamic psychology. New material is introduced on Kant, Hering, British psychology, and the recent schools. The same general method of presentation is employed as before, with the emphasis on biographical material, and each chapter is supplemented by a section of bibliographical data. 777 pp. \$6.00

READINGS IN MODERN METHODS OF COUNSELING

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